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ABSTRACT

This profile of the English language teaching situation in Zimbabwe examines the role of English in society and in the educational system. It is noted that English is officially the second language of the African population and the medium of instruction in all schools. The status of English teaching is surveyed from primary school on up and in all types of schools. Also discussed are school evaluations and specific English programs at the University of Zimbabwe and in technical schools. Statistics on English teachers are given along with some discussion of them and of teacher training. Other topics discussed are (1) materials support, including textbooks and audio-visual materials; (2) English outside the educational system; (3) British support; and (4) the recent opening of a U.S. Information Service. It is noted that there is no research in progress and that further information can be obtained from a 1974 report on African education. A concluding general statement notes the commitment of the new government to universal free education, reduction of illiteracy, and the teaching of English as well as teaching in English. Problems in implementing this plan on all levels are also noted. (AMH)

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ENGLISH TEACHING PROFILE (PROVISIONAL) **DATE: March 1981**

COUNTRY: ZIMBABWE

1. Role and status of English

English is the first language of four percent[1] of the population of Zimbabwe, ie the European sector, and officially the second language of the African population. The two primary African languages are Shona (seventy-one percent of the population) and Ndebele (fifteen percent). Shona is taught as a second language in schools at primary and secondary levels and there have been moves to make Shona compulsory. This is politically sensitive. However, any African language taught as a second language is always in addition to English, and the two-language situation in the schools one of the two languages must always be English. The location and incidence of Shona and Ndebele and their being used as first languages reflects tribal patterns, eg the West, Motabeleland, where most of the Ndebele-speaking people are to be found.

Forty-five percent of the African population is estimated to be illiterate and thirty-one percent estimated not to proceed beyond five years' primary education.[2]

At primary level, English is normally the only second language taught in government schools. At secondary level, French, Afrikaans and German are available. French, Portuguese and Afrikaans are taught at the University. Throughout the educational system English is the medium of instruction in all fields, though in practice this is not the case in the rural areas much before the second or third year of primary education.

English is the language of business, politics, education, broadcasting, the press and the military. It is almost always the language of communication between black Zimbabweans and white Zimbabweans and may even be used between Shona and Ndebele speakers. White Zimbabweans will often speak Shona or Ndebele or have the command of 'Kitchen Kaffir' (mainly in the urban environment) for domestic purposes, or Fanegalo (a pidgin Shona widespread in the rural environment), but only two percent might claim fluency against eighteen to twenty percent of the African population with fluent English. A much higher proportion of the African population has some English.

English is regarded as essential in almost all fields of employment, and basic knowledge of English is likely to give a prospective employee the edge over other candidates except, perhaps, in basic farming and industrial environments. Many professional black Zimbabweans, eg civil servants, politicians, doctors, lawyers and engineers, have travelled or studied in other parts of Africa or in the United States or Britain, where English has been their language of communication. This results in a high calibre of command of the language at this level and gives total fluency in English a

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[1] These and subsequent figures are, unless otherwise stated, projected from the 1969 census. There has been no more recent survey because of the war.

[2] The Whitsun Foundation: Adult Literacy Programme January 1978 (see Appendix I .

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social and professional status. At the other end of the scale, of those African children who enter the school system at 7 (an estimated seventy-five percent in 1979/80[1]) only thirty-four percent[2] completed the primary stages. Those who drop out and those who do not go on to secondary school (eighty-one percent[3]) are likely to return to a purely African environment and either lose their limited English or retain only rusted rudiments. One arrives at a picture therefore of a rural population almost totally African and representing over eighty percent of the total population that could only be classed as non-users, intermittent users or extremely limited users of the English language. Historical and social reasons place the remaining percentage with their use of English in the dominant position.

Fluent spoken and written English is required for acceptance into the police force; English is tested in the entrance examination for basic entry. Recruits to the army are required to undertake English lessons on joining their unit.

2. **English within the education system**

In all schools English is the medium of instruction and is taught as a compulsory subject from grade I (age 6). Primary education covers seven years (grade I - VII) and success in Mathematics, English and an African language in the grade VII examination is a requirement for entry into secondary school. There have been five categories of primary school:

1. Group A government schools. Formerly white and mainly urban, run and financed by the Ministry of Education and Culture.

2. Group B government schools. Formerly black and mainly rural, run and financed by the Ministry of Education and Culture.

3. Private schools. Usually white-established and rural, provided by missions, churches, etc., for Africans. Grant-aided by the Ministry to cover teachers' salaries on the basic ratio.

4. Community schools. Established by the former Muzonewa government to control black entry. Former government schools could choose to 'go community' and control entry and ethos bias through a board of governors in consultation with the Ministry. Staff and syllabuses are under the Ministry, but the schools have some financial dependence, can charge fees, and offer different courses within the main subjects. It is now government policy to abolish community schools.

5. Independent private schools. Comparable to English public schools; still in receipt of a Ministry per capita grant and still Ministry-inspected. They can use their own syllabuses, run courses and classes independently, and select pupils. Fees charged are high by Zimbabwean standards.

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[1] From Rhodesia to Zimbabwe: Education for Employment (published by the Catholic Institute for International Relations, 1980); see Appendix I.

[2] Ibid.

[3] Ibid.

In August 1980 free state primary education was introduced. This covers schools only in categories 1 and 2, above.[1] Schooling is not yet compulsory, but legislation on this is in the government's education programme for 1981/82. There have also been five categories of secondary schools:

1. Group A government schools. Formerly European, now multi-racial with children streamed and directed towards 'O' and 'A' level.

2. Group B F1 government schools. Mainly black, academically biased and aiming for 'O' level in four years.

3. Group B F2 government schools. Mainly black, vocationally biased and admitting those who did not do well enough in grade VII to gain entry into an F1 school. They normally operate over forms I - IV only.

4. Aided schools. Mainly F2 in type but established and run as primary private schools. See 3 above.

5. Independent community schools. Fee-paying, run by independent associations to provide schooling to the (academically and financially) poorer Africans. Mainly staffed by unqualified teachers.

All schools have to be registered with the Ministry of Education and Culture; the independent community schools have some struggle towards recognition. The group A and group B system is scheduled to end by 1982. All secondary schools, officially, have become comprehensive since independence, though physical alterations and adaptations are not being quickly implemented. Children are placed according to residential area. There is no busing, and schools in many white suburbs are Africanising slowly - although in parts of Salisbury Africanisation in schools has been rapid. This applies mainly in the southern suburbs. Work began under the previous government to establish a National Certificate of Education by way of a common examination written in form III by every secondary school child not proceeding to Cambridge or AEB (see below), with streaming to occur at the end of the first year. This plan is still current, though its implementation is by no means certain. It is, however intended that the NCE examination or the like should provide a compromise between L1 and L2 speakers at secondary level. The NCE draft syllabus and examination papers in English are still (1981) awaiting final Ministry approval.

English is universally the medium of instruction at tertiary level. At the University of Zimbabwe it is taught to general and honours degree level with a choice between literary (Department of English) or linguistic (Department of Linguistics) bias. It is also taught as an L2 teaching subject in the Department of Education to graduates taking the Graduate Certificate in Education for secondary school work, though it is not an examination subject. English is a compulsory subject at all teacher-training colleges.

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[1] The private schools represent over ninety percent of the total schools and cater for over eighty percent of all school children; only about eight percent of all schools are under full government control.

Examinations These, after grade VII, have been as shown:

School		Examination	Examining Board
Group A:	A stream	'O' level in 4 years	AEB (UK)
	B stream	'O' level in 5 years	AEB (UK)
	C stream	Rhodesia (now Zimbabwe) Certificate of Education in form III	RCE
		RCE (higher) in form IV	RCE
Group B:	F1	'O' level in 4 years	Cambridge (overseas)
	F2	Grade 9 examination after 2 years	MoE
		Grade 11 examination after 4 years	MoE

AEB 'A' level examinations may be taken by successful 'O' level candidates or the Cambridge Higher School Certificate. Students passing RCE (higher) in form IV may transfer to the 'B' stream to take 'O' level in two further years, ie after six years secondary schooling, and subsequently, possibly, 'A' level. The Rhodesia Junior Certificate (RJC) may be sat in form II. All examinations are in English. All public examinations include an English paper.

The NCE is intended to replace five examinations:

1. RCE higher
2. RCE lower
3. RJC
4. F2 grade IX
5. F2 grade XI

The first NCE examinations are scheduled for November 1982.

Entry into secondary school is dependent on a pass in English in the grade VII primary examination. Teacher Training College entry requirements are normally five 'O' levels, of which English must be one: this rule will also apply to the Emergency Teacher Training programme (see 3). Entrance requirements at the University and to courses at Salisbury Polytechnic and the Technical Colleges vary, though success in English is normally required across the board, (five 'O' levels, including English, being the normal sixth form entry requirement).

Every undergraduate at the University is required to take a test in English at the English Language Unit (ELU) in the Department of Linguistics in the first week of the first term. While there is no 'pass' and 'fail' on this, and comparative competence only is examined, there is a Senate ruling that those students who do badly have to do the full ELU course, ie three hours' EL tuition per week over a year. Students with a higher level of English than these but who are none the less assessed as lacking full competence are required to attend semi-remedial essay tutorials with ELU.

Year	Number of students tested	Number needing weekly tuition	percent
1977	434	84	19.4
1978	529	114	21.6
1979	256	54	21.1
1980	716	158	22.1

(Figures provided by the Department of Linguistics, December 1980.)

The primary school syllabus is devised by the Ministry of Education and Culture. Primary Education Development Unit (PEDU), which also produces the Writing Specifications for publishers and writers of (primary) school materials. The Ministry has a power of veto on materials produced for use in schools (the Writing Specifications providing the criteria), which it exercises. A new syllabus was introduced in 1977 for grades I - IV and materials for it are still in production. In 1980 an amalgamation of the 1977 syllabus and the Writing Specifications was issued as a new syllabus and made available to schools. It retains the title Writing Specifications. There are only three publishers producing material in this field in Zimbabwe. COLLEGE PRESS previously produced a Ventures in English series covering grades I - VI. A grade VII book has recently been rejected by PEDU as not meeting new syllabus requirements; but it is still being published. The New Ventures series has only got as far as grade I; grade II should be available in 1981. LONGMAN has books under the new syllabus for grades IV and V in print and the grade VI books have been approved and will be available in 1981. The grade VII books are in draft. There is a Longman text for grades I - III (Day-by-Day English Course) but it does not meet the new syllabus despite the claims made by the publishers to the contrary. MACMILLAN has published grade I material for the new syllabus; its grade II books have been approved by the Ministry and are scheduled for publication in late 1981.

Before the introduction of free state primary education, parents had to buy primary readers. These are now provided free up to grade VII. Each school or department has the freedom to select books amongst those Ministry-approved texts which are available[1] but supplementary readers and visual aid kits are not distributed. Because of its wider spread and stronger presence within the country, Longman books tend to command the primary scene. The independent private schools and community schools seldom use local material and are not obliged to. Primary English texts in these schools are usually imported and reflect the English primary school range, though trailing after current trends.[1] These books will be reaching a small but increasing number of L2 speakers under the new government policy of integrated multiracial education. Government primary schools have no freedom of syllabus choice. In grades I and II a minimum of ten and a maximum of fifteen hours for English per week is required in African schools. This is reduced to eight hours per week from grade III.

At secondary level, the responsibility for syllabuses is delegated to the schools or departments within the schools. No books are provided by the government; there are no central writing specifications controlling an L2 approach. COLLEGE PRESS and LONGMAN have both produced L2 English material for use in secondary schools which is not subject to central standards control. Structures and Skills (College Press 1976-9) covers forms I to IV, the approach being basically linguistic. It was written by a teacher in

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[1] See Appendix II.

the Department of Linguistics at the University. Reading for a Purpose (Longman 1976-8) covers forms I - III but is being replaced by English for Zimbabwe (1980), though only form I is covered so far. There are no specific NCE texts in draft. There tends to be an assumption that, at secondary level, fluency in English is tacit, and the L2 approach is consequently relegated. A minimum average of six hours for English per week at present will become a requirement for students studying for the NCE, with extra English possible for L2 speakers.

Syllabuses for the primary teacher Training Colleges are centrally controlled. The latest Primary Teacher Education Syllabuses and Regulations were published in 1978 (reprinted 1979). These are produced by the Teacher Education and Professional Staffing section of the Ministry which is not connected to PEDU. Books and texts used on courses are at the colleges' discretion.

The University, Polytechnic and Secondary Teacher Training Colleges devise their own syllabuses, though the Ministry and University retain standard control of these.

The Inspection of teaching There are 102 Primary School Supervisors in Zimbabwe. These have recently (1980) been trained and 'upgraded' in Salisbury and are now designated District Education Officers. Their duties have not changed, but completion of the training course attracts salary enhancement. The upgrading of the primary school supervisors was originally seen as a pilot scheme for teacher upgrading (see below). The DEO establishment is 119 (making for seventeen current vacancies) which provides an approximate ratio of 1:27 schools. Their duties are, broadly:

a. the maintenance of standards and objectives as per Ministry requirements by direct attendance and involvement in the schools and evaluation exercises;

b. the marking of grade VII examination papers;

c. the preparation of statistics and administrative returns to the Regional Office;

d. to run short in-service courses/seminars;

e. to assist with appointments (eg transfer to establishment, promotions etc).

Ideally supervisors are expected to make three visits to each school per year (one per term), of which one should be a major inspection. War conditions tended to reduce this to two visits per year at six-month intervals. The DEOs' administrative responsibilities have always traditionally been large: a full week out of the regional office normally alternating with a full week in. Up to 1976, the supervisors were predominantly administrative, being office-based Education Officers. The change was introduced by the then Secretary for Education as a policy decision. Appointment was by virtue of experience, and the new appointments were mainly headmasters and school managers who undertook the new expanded duties without guidance or training. The 1980 course has been the first to train supervisors or, indeed, to bring them together. There is no specific inspection of English teaching, as all teaching must be in English. At primary level, the inspectors do not specialise, but the maintenance of standards of English is their concern as well as the usage of English as the medium of instruction.

At secondary level, inspection is carried out by regionally based Education Officers (EOs) by subject. There is, approximately, 1 EO per subject per

region, though the war has disrupted the ratio. This works out at roughly 1:40 schools. In Mashonaland East, for example, there are forty-four secondary schools, and for them there is one EO (English). There are three EOs (English) nationwide. The EOs are normally hand-picked. They must be graduates with, additionally, a professional qualification and will normally have taught up to 'A' level. Appointment to EO is usually on promotion. EO (secondary) duties are

a. to advise on professional standards;

b. to inspect teachers for permanent appointments (after two years' probation);

c. to recommend appropriate scale barriers (salaries);

d. to inspect acting headmasters (usually at private secondary schools);

e. to hold short courses/seminars on their subject;

f. to act as moderators for the grade IX and grade XI examinations.

(This may become an NCE duty.)

Inspectors at all levels are encouraged to visit the Teacher Training Colleges to see, and possibly advise on, how teachers-in-training are prepared as well as to exchange ideas and experiences with lecturers. It is difficult to assess how widely this is practised as no survey or system of returns is conducted. Most of the inspectors are L2 speakers.

There is little attention paid to English for specific purposes at secondary and tertiary levels, largely because fluency in English has traditionally been assumed at these levels. Until recently the assumption has probably been justified.

The University of Zimbabwe In 1976 the percentage of African students at the University was 55.[1] This percentage has subsequently increased, though 1980 figures are not available. Current intake at the University is approximately 800; this is scheduled to rise to 1100 in 1981. English will thus not be the mother tongue of increasing numbers of students. Especially since the war, when teaching at secondary level and below was disrupted and the draft and social displacement led inevitably to lower standards of teaching, language problems have caused concern at the University. English is the medium of instruction in all faculties, but difficulties experienced by first-year students in coping with English at speed in lectures, the reproduction of accurate, suave English in essay form, and the specialist terminology necessary for many degrees, are increasing. Remedial English is, however, largely undertaken as needs arise. There is a small language unit at the University run by the Department of Linguistics, but it does not run ESP courses. There are twenty-four language booths, and material is produced by the department and cyclostyled. The English Language Unit cannot cope with the University's needs, but an extra member of staff has been agreed by the Treasury for 1982. A recent appeal to bring this forward to 1981 was rejected, but internal adjustments have made immediate recruitment possible. The speciality of the new post will be science, commerce and/or reading. There is a further urgent need for someone to teach oral English. A Board of Studies was convened this year under the chairmanship of the Professor of English at the University to examine ELT needs and coordinate resources and planning.

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[1] Education for Employment loc. cit.

Its members include staff from the Departments of Linguistics and Education, and it is proposed to co-opt someone from the Ministry and a headmaster from a multiracial school in due course. It has met only four or five times and has not yet presented any findings.

The Department of English has run a course for ELT teachers in 1980 and is preparing a distance course for practising teachers to commence in 1981. This will be a two-year special honours course in five parts. Two courses will occupy the first year, of which one will be an ESL course.

An MA in English as a Second Language is to be offered by the Department of Linguistics from 1981.

Salisbury Polytechnic [1] In 1976 ten percent of the students at the Polytechnic were black. More recent statistics are not available and there are no longer any racial breakdowns, but visual evidence suggests increasing Africanisation in most disciplines. There is no English test on entry or for entry, barely any remedial English is available and virtually no ESP. An 'A' level English course is run in the Department of Management Studies: it covers the traditional literature-based examination and requires an 'O' level entry (including English). CIS English, effectively a course in Business English, is offered in the Department of Professional and Business Studies, which also offers AEB 'O' level English Language with related business subjects (five 'O' levels have to be taken). The CIS four-year course includes a 'communications' course (functional English) - five hours a week in the first year. Entry to the course demands an 'A' or 'M' level. The number of African staff is increasing slowly. The ratio at present in Professional Studies is 5:30, giving a principal linguistic teaching pattern of L1:L2. There is a small library (about two thousand volumes) in the Department, intended to encourage students' private reading in English. It is well used and covers a wide range of fiction - Graham Greene to Barbara Cartland - but stock and use are random. The central library in the Polytechnic contains approximately twenty thousand books, all of which are in English. Main borrowers, however, are staff, and specialised English is represented in about two thousand volumes of fiction and between five and six hundred English textbooks for the 'O' and 'A' level courses. The library has four hundred members out of a total staff and student population at the Polytechnic (full and part time) of 3855 (1981). There is one part-time teacher in EFL who runs a basic English for Immigrants course which students needing remedial English may also attend. Materials for this course are produced by the teacher, who has to attempt to cover elementary EFL, ESP, reading skills and ESL in one class. Beyond this there are no ESL teaching concessions in approaches throughout the Polytechnic.

Bulawayo Technical College [1] In 1976 40% of the students at Bulawayo Technical College were black. There has been increasing Africanisation since then, but again no current racial statistics are available. However, an analysis of enrolment to the Commerce courses is fairly representative and illustrates a trend:

	African	Asian/Coloured	European	% African
1976	90	30	350	19
1977	151	30	470	23
1978	247	55	288	42
1979	462	103	489	44
1980	468	56	366	53

[1] Ibid.

There have been no changes in syllabuses or staff training or approaches over this period. The teacher:pupil situation has remained predominantly L1:L2. There are few Africans on the teaching staff at the Technical College overall (with the exception of the night-school classes, which have a predominantly African enrolment for skills training and where the linguistic position is L2:L2). The Commerce syllabus includes English, which has to be passed before the student can obtain the College's final certificate. This is all the compulsory English there is, there being no English test as entry and no remedial English offered. Problems with language are increasingly identified on the vocational and technical side. First-year apprentices all take a General Studies course which includes Use of English, but for one hour per week only. A further hour-per-week course over two and a half terms was introduced last year (1980) in response to the needs of advanced level students, with a mainly remedial function. Three years' secondary education is the minimum entry requirement for apprentices, and some will have studied up to 'O' level. This gives them a minimum of ten years' instruction in English; but though reading skills are generally good, problems with spoken and especially written English are now giving cause for concern. The large upsurge in African entry (a 30:70 African:European ratio five years ago has now been reversed to 70:30) is beginning to provoke serious consideration of revising teaching approaches, although nothing is being done as yet. There is a language laboratory at the Technical College, but it is used only for foreign language (including English) tuition at elementary level. There is just one English-for-foreigners tape and virtually no other software on the EL side.

There is virtually no officially sponsored provision for the teaching of English to adults outside tertiary education. The Adult Education Trust Fund is administered by the Ministry of Education and Culture and was created to help adults towards primary English, RJC, 'O' levels and 'A' levels.

There is no government subsidy, but schools and government-salaried teachers are used. Up to now the adults have paid the normal fee for tuition (the situation has been complicated by the introduction of free education) which is used for covering the teachers' part-time fees. Classes are held in the evenings. In fact the fees paid do not cover overheads, and the scheme does not work and is rapidly winding down. The fund is almost broke and its continuance must be in doubt.

The Adult Literacy Organisation (ALO) has gained some ministerial attention and approval, but its operation is relatively small and could not aspire to national scope.

A Community Development Training branch exists in the Ministry of Education and Culture, though it is scheduled to move out to either the Ministry of Community Development and Women's Affairs or to the Public Service Commission in 1981. Facilities at its provincial training centres (there is one in each of the five provinces) are available to ALO, but any literacy component in its own courses is for the vernacular only.

The Department of Linguistics at the University offers some assistance with ELT outside its own courses. In the long vacation 1980/81 it was involved in a specialist course for magistrates, for example. ELU is the official testing centre in Zimbabwe for the University of Michigan English test, it also tests students on behalf of the UN. The possibility of establishing a reading laboratory within the Unit is under consideration.

Proposals for a fourth, education, radio channel have been discussed by the Ministries of Education and Information and the Zimbabwe Broadcasting Corporation (ZBC). A director for the fourth channel has been appointed by ZBC but all the planning is still only nascent; with additional shortcomings in hardware and technical expertise, the earliest and most optimistic date for the fourth channel is 1983. All broadcasts over the fourth channel would probably not be in English.

School broadcasting at present is handled by Audio Visual Services (AVS), a branch of the Ministry of Education and Culture. Programmes are written by practising teachers and put together by AVS; they are aimed at the grade B primary schools. The broadcasts are geared to English language improvement and are in English. Hour-long programmes (split between the grades) are transmitted daily through term-time. There are no specific ELT or ESP television programmes but most total broadcasts are in English.

Correspondence courses are extremely popular in Zimbabwe and supply a recognised need. With only nineteen percent of grade VII students proceeding to secondary schooling and with more than half the total population of the country under fifteen, alternative education on a vast scale is called for. In September 1979 the Government introduced a scheme to aid study groups, ie organised groups of correspondence college students. Classes of up to fifty (and a minimum of twenty) may register with the government and are supervised by a mentor who is paid by the government. Mentors have no direct teaching role but are expected to be able to offer individual assistance. Cambridge School Certificate is the minimum qualification for these posts; five 'O' levels, including English, are normally required. The government vote for distance education in 1979 was $600,000 (£405,000), which was not fully utilised, partly because the prospect of free education put a brake on student enrolment, partly because of the war's disruptive effect on study groups. While the government subsidy reduces student fees, an element of the direct tuition costs has still to be met by the student. In some cases this is met by urban councils, employers, the church etc, thus widening access to distance education. The major Correspondence College in Zimbabwe is the Central African Correspondence College (CACC) with over fifty thousand students enrolled in Zimbabwe and a further ten thousand in Zambia. The registration of the Zimbabwe Distance Education College (ZDEC) has recently been accepted by the Ministry of Education and Culture, and branches are opening in Salisbury and Bulawayo. ZDEC has the rights on Wolsey Hall material for Zimbabwe. Courses offered by correspondence are up to 'A' level; a pass at grade VII is necessary for registration, though the check on qualifications is not strict. All distance tuition is in English. No remedial English is offered by CACC, though language problems are not unknown. If a student is evidently well below standard or cannot cope linguistically with the course on which he is enrolled, the approach is to recommend him for a course at a lower level. There is no individual approach or attention and no ELT within the study groups. Nationalisation or the implementation of a state correspondence college cannot be ruled out of current government thinking.

A distance course is being developed by the Department of English at the University with an ESL element (see above) and the emergency teacher training programme (1981) will be using distance methods (see below).

Teachers of English

June 1979

Level	Total Schools	Group A	Group B and private	Group A and Ind. School Teachers	Total Teachers	Untrained teachers	Total European pupils	Total pupils	Teachers of English
Primary	2401	134	2267	1467	18483	5452 29.5%	24475 3%	819586	N/A
Secondary	177	36	141	1417	3534	276 8%	18428 28%	66215	C.440

August 1980

Level	Total Schools	Total Teachers	Untrained Teachers No.	Untrained Teachers %	Total Pupils	Teachers of English
Primary	3161	28423	8031	28	1235994	N/A
Secondary	200	3736	112	3	74321	C.465

(Figures supplied by Ministry of Education and Culture.)

Accurate figures at school levels are not easy to establish. During the period between December 1972 and December 1979, 1880 government primary schools and eighty-nine secondary schools were closed on account of the war, and over five hundred thousand pupils were displaced. Surveys and returns were similarly disrupted.[1] The above figures, however, do reflect patterns. The number of European, Asian and coloured teachers in group B primary schools was negligible in 1979. At primary level, teachers for whom English was their mother tongue were therefore reaching something like three percent of the primary school population only, the number of African pupils in group A and independent schools being similarly negligible. The vast majority of primary school children are L2 speakers taught by L2 teachers. Of the untrained teachers, almost all are in the group B schools. (The present tense is used advisedly.) Although racial breakdowns are no longer provided, the 1979 figures may be projected to contribute to the 1980 statistics. The vast increase in primary intake evident in overall figures is almost totally African, however, and the percentage of European pupils or L1 speakers decreases accordingly; white emigrants must also be taken into account. The emergent pattern is of L2 and untrained teachers instructing significantly larger numbers of L2 speakers than ever before.

[1] See Appendix III

A survey of primary schools conducted in June 1980 from within the Ministry of Education and Culture put the percentage of untrained teachers as high as thirty-one percent country-wide. It is not clear, however, which categories of school were included. Of the 1417 teachers at white secondary schools in 1979, only two were African. The L1 teachers are not, one concludes, reaching L2 pupils; most of the L2 teachers are working with L2 pupils.

There are no British expatriate teachers working on expatriate terms in Zimbabwe at school level. However, the introduction of free state primary education and expansion at Form 1 (first year secondary) has generated a sudden need for teachers which is being partly met by overseas recruitment. A team from the Ministry of Education and Culture visited the UK and Australia in late 1980 with a brief to find two thousand teachers. Actual recruitment figures are not yet known, but though they will be far short of the target, they will none the less represent a significant expatriate input into the primary and secondary system in 1981. Teachers coming from Britain to Zimbabwe as a result of this exercise will enter the country on a permanent basis as immigrants; the effect on the above patterns could well be marked.

A clearer and more accurate picture emerges from the smaller number of teacher-training colleges:

Staffing 1980

College	English Department				Staff as a whole			
	Total	L1	L2	% with English L1	Total	L1	L2	% with English L1
Primary								
Hillside (Bulawayo)	5	4	1	80	33	31	2	93.9
Mkobo (Gwelo)	5	2	3	40	40	7	33	17.5
Umtali	3	2	1	66	48	6	32	33
UCE (Bulawayo)	4	1	3	25	35	11	24	31.4
Bondolfi	1	1	0	100	7	2	5	28.6
Morgenster	No designated English Dept				9	0	9	0
Nyadiri (Mtoko)	"		"	"	12	0	12	0
Secondary								
Gwelo	7	4	3	57	66	18	48	27
	25	14	11	55	250	75	165	36

Bulawayo Hillside has, to date, been the only college for training European teachers. Mainly a primary teacher-training college, it does train a few students for secondary level (see below); but Gwelo, with an all-African student population, is really the sole supplier of secondary teachers outside the University. Another secondary teacher-training college is scheduled to open in Bulawayo in 1982 with a target enrolment of a thousand. At the primary Teacher Training Colleges, with 36.4% of the total staff L1 speakers, the L1:L1/L2:L2 overall pattern seems markedly different. The percentage drops to 23.8, however, if Bulawayo, with its expected L1:L1 pattern, is excluded; on the other hand, a significant number of teachers of English at the teacher-training colleges are L1 white Zimbabweans. The Head of the English Department at Mkoba recently (1980) completed a year's TEFL course at the Institute of Education in London. Such formal qualifications are however, rare. (An eighth primary TTC will be opening at Seke, near Salisbury, in 1981.)

At the University, outside examiners in the Department of English, Education and Linguistics come from British Universities, but there are no staff seconded from Britain in these departments. A research Fellowship in the Faculty of Education has recently been advertised in Britain with one of the invited areas of research being 'Learning and Teaching in a Second Language'. The fellowship has also been advertised locally, in South Africa and other African Universities and is expected to be filled in 1981. Several staff in the three departments mentioned above are graduates of British Universities or have studied at postgraduate level in Britain.

It is government policy to promote teacher-training facilities intensively.

a. The Zimbabwe Integrated National Teacher Education Course (ZINTEC) is an emergency programme which started in January 1981 to train 850 teachers for primary level in eleven terms, or 2,700 over four years.

b. Four primary Teacher Training Colleges seeking associate status at the University are being encouraged to increase enrolment immediately to meet the minimum roll figures (three hundred) for associated status. By January 1983 it is expected that at least three of the four will have achieved this and therefore have tripled or quadrupled current figures. The government is seeking enrolment of one thousand from all teacher-training colleges.

c. A teacher-upgrading programme originally scheduled for July 1981 is at present on ice while the Ministry concentrates on the emergency teacher-training scheme. This is expected to be unfrozen however, and would aim to reduce the numbers of unqualified/untrained teachers. The upgrading course would be over thirty two weeks (alternating eight in, eight out). Improving standards of English is part of the base course, one half of the first eight weeks or one quarter of the total direct teaching time being devoted to EL. The target is the upgrading, ultimately, of 14,500 teachers.

EL skills assume great importance in all these programmes, and scope for specialist input and direct British assistance, though hard to quantify at this stage, is apparent. The possibilities of KELT posts in the teacher-training colleges and/or the Ministry is under discussion with the Ministry of Education and Culture.

The organisation of teacher-training facilities is complex. There is a division between private and government teacher-training colleges, only the latter being fully subsidised. The salaries of teaching staff (only) is met

by the Ministry in the case of the former; otherwise the government concerns itself only with enrolment and the assessment and control of standards.

College	Enrolment 1980 African	European	Total	Anticipated enrolment 1981
Primary government				
Hillside, Bulawayo	31	223	254	288
Mkoba, Gwelo	481	0	481	545
*Seke (due to open 1981)				210
Umtali	551	0	551	471
Primary private				
*Bondolfi	75	0	75	137
*Morgenster	104	0	104	160
*Nyadiri, Mtoko	118	0	118	161
+United College of Education Bulawayo	466	0	466	547
Secondary government				
Teachers' College, Gwelo	636	0	636	760
Hillside, Bulawayo	25	16	41	85
GRAND TOTAL			2726	3364

* seeking associate status

+ newly bankrupt and to be taken over by the government in 1982

Hillside College (Bulawayo) has been the only college training students for primary and secondary level and the only college for Europeans. It is now integrating; its student breakdown is:

	1st year	2nd year	3rd year
L1	95	90	73
L2	65	50	0
Total	160	140	73

The other primary colleges' intake being totally African, all therefore are concerned not only with teaching ESL but training in ESL techniques across the board. Except at Bulawayo, English Language difficulties in the first year are not uncommon though perhaps not yet seen to be a problem. First-year rustiness is largely charged to the year students are obliged to wait between secondary school and college entry, during which a large percentage may not be using English or, if so, only intermittently. With the new and urgent demand for teachers, it is proposed to drop the 'year out'. Remedial English is not normally offered as such, but an English test is part of the first-year qualifying course at the primary colleges. Students failing to reach the required standards by the end of the first year are normally sent down. The teaching approach is L1; L2 teaching methodology or 'language and communication' is one of the six basic subjects and must be taught for sixty hours in each of the first and second years out of 1080 total teaching hours per year (six percent).

The qualification gained after three years is the Primary Teachers Certificate. The Institute of Education in the Faculty of Education at the University of Zimbabwe is responsible for monitoring the education courses and main field English at the Associate Colleges.

(The education course contains also a foundation language course). The Colleges are visited by staff from the Institute three times a year with, additionally, an examination visit at the end of the year and an examination of teaching practice. The Institute does not, at present, mark externally, but there have been proposals that it should undertake the Applied Education examinations externally (this would include the language and communication course).

Gwelo Teachers' College Entrance requirements for Gwelo are the same as for primary teacher-training colleges: ie five 'O' levels, including English (for those wishing to teach academic subjects); in fact, applications for teacher-training are handled uniformly as one category for normal entry. Candidates intending to teach Home Economics or a technical subject may enter with seven subjects at grade XI, provided they include a 2 (or better) in English . The 'year out' has been required to date, also the satisfactory completion of a one-term English Language course set by the Ministry of Education and Culture. Otherwise there is no qaulifying course at Gwelo, but there is a General English Course aimed at increasing the student's proficiency in English and making him aware of the difference between teaching in the mother tongue and teaching through the medium of a second language, which is followed by all students for the first two years. From 1981 this is to be reduced to the first year only. Remedial English is offered in the second year to those with language problems. Students are expected to specialise in one major and one minor subject. They will be expected to teach their major up to 'O' level, their minor up to form II (grade IX). Entry to the specialist English course depends on grade of 'O' level English and a diagnostic test. The course has a strong literary bias, and the language element is formal. The main books used are

Christopherson and Sandved:	An Advanced English Grammar;
Close	A Reference Grammar;
Hornby:	A Guide to Patterns and Usage;
Don Byrne:	Language Teaching Extracts.

Leslie Reeswood's L2 books are used, as is Tiffen's A Language in Common. Broadly speaking, the students are not up to AEB 'O' Level standards in written English, and writing material to upgrade them is not available.

In addition to its 'O' level intake, Gwelo takes mature students. These fall into two categories:

a. students taking up a teaching career late, who may enter direct from 'O' level, provided that by the time of their first teaching year they will be twenty (this eliminates the 'year out');

b. practising, unqualified teachers who follow a two-year course, effectively an upgrading one. Their entry to Gwelo has to be endorsed by the Institute and numbers are restricted to approximately seventy per annum.

The University of Zimbabwe Apart from the ELT course for in-service teachers run by the Department of English, there is no specific training of teachers of English at the University. The institute offers

a. a BEd over 3 + 1 years, in which one option is a course in language and learning based on the OU course (E262) supplemented by a look at language policies in other African countries;

b. a Diploma in Teaching Education which also carries an EL option (a one-year course with an entrance requirement of at least a Teacher's Certificate after three years' study at university; designed for people going into teacher education after secondary-school experience).

The Department of Education offers the Graduate Certificate in Education over one academic year, the course being designed to train graduates for secondary school work. There are three EL elements:

a. the problems of learning and teaching in a second language;
b. ESP;
c. the teaching of English language and literature for students taking English as a teaching subject.

(a, b, c) non-examinatory

Most graduates from the Departments of English and Linguistics are expected to go into teaching.

The Department of Adult Education offers a diploma course for training officers, the ELU tests being an entrance requirement for this.

Indirect teacher-training, in-service and vacation courses have not, to date, had wide currency. However, new country needs are likely to dictate change and innovation. The ZINTEC programme heralds this. It will combine residential terms of direct instruction, vacation courses and distance learning, and aims to provide teachers with initial training equal in length, content and academic quality to a full-time three year course. There will be a qualifying English Language course (by distance methods) and an Applied Education language course in the first vacation (forty-two hours). Direct teaching will be based at schools and teacher-training colleges, but ZINTEC will be quite separately staffed and independent. The first graduates will emerge in 1984. Course material is still under production and is not yet available.

The Department of Education at the University has undertaken some in-service teacher-training in the last two years. These have been short, direct courses

in term-time at centres throughout the country. L2 teaching and multicultural education are amongst the subjects taught.

There are no professional organisations for teachers of English in Zimbabwe. There used to be a TESLA, about 1976/77, which foundered when the organisers both left Zimbabwe.

4. **Materials support** From January 1981 primary school textbooks[1] have been provided by the government. The non-availability of texts for the current syllabus across the grades will inevitably cause problems (see above), and textbooks for NCE are not in draft.

At the primary teacher-training colleges students are expected to supply about $70.00 worth (£47) of their own books ($90/£61 at Gwelo). The libraries at the private teacher-training colleges tend to be in poor shape, under-stocked with out-moded material and an emphasis on the practical rather than the specialised professional areas, ie texts rather than methodology. Books in these libraries are basically donations and cast-offs, so that stocks rarely reflect selective processes. Library votes for the government colleges are quite generous (from being African and neglected they are now African and priority) but, again, the EL sections of the libraries are not impressive. Book supply and availability are the problems. Although book imports were not affected by sanctions, the delays in receiving books coupled with foreign exchange problems (still considerable) and an ignorance on the part of library and teaching staff as to what was available or what was being produced by modern methods have allowed things to deteriorate. An advisory service on books in this area could be of great benefit.

College	No. of library books	library budget	
Morgenster (private primary)	12,000	c. $2,500 pa	£1,690
Bondolfi (private primary)	3,500	c. $3,000	£2,030
Umtali (government primary)	15,000	$12,000	£8,100
Gwelo (government primary)	29,000	$10,000*	£6,760

* $20,000 in 1980 to fund the establishment of a second library

The University library holds a stock of 310,000 books, of which 95% are in English. Of these an estimated 4,000 are English-language books.[2]

In Primary schools there is only one reader provided per grade. In the vast majority of schools (rural schools) the child will have access only to this book. There are no classroom libraries and no school libraries. In urban and community schools this is much less the case, though there is still some dependence on charity.

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[1] The quality of the materials written for the new primary syllabus requires evaluation. At present the spread is thin, with content and approach the subject of dispute between the Ministry of Education and publishers. An assessment of the syllabus itself can properly be made only when the new materials have worked into the system, when any effective difference might be identified.

[2] Figures supplied by the University libraries

There is one small language laboratory at the University, with twenty-four booths. There are language laboratories also at Gwelo and Bulawayo teacher-training colleges, though the former is largely inoperable. It was, originally, American-equipped, but without available maintenance or spare parts it has gradually become defunct.

Film and tape materials for teacher-training are in short supply. The Ministry has responsibility up to secondary level and targets supplementary material at schools. The teacher-training colleges have usually at least one projector but access only to school syllabus subject materials and not to teaching or educational methodology material. There is virtually no ESL tape and film material for general loan.

Audio Visual Services supplies films, tapes (spool-to-spool), slides, charts, filmstrips, records and posters to schools and other institutions. The main audience is the primary school or pre-'O' level child. All the films and tapes are in English. The posters are also in English and are produced at AVS. Films are purchased from overseas, though not many come from Britain. British films are found to be either too long or too expensive, though AVS does buy from Rank and (occasionally) the BBC. The AVS films and tapes are not available to individuals, groups or societies. Obviously they are only of use in schools, to those with equipment and electricity. This eliminates most of the rural sector, perhaps eighty percent of all schools. Projectors are supplied, when possible, by AVS and become the property of the school on distribution. All AVS material is geared to English Language assistance and development. Schools unable to use AVS tapes, films, slides etc, still have access to the charts and posters, which are functional and precise if not very imaginative. There is a shelf-stock of sixty wall charts at AVS; twelve new wall charts were published in 1980 and distributed to about 3,000 schools, but, either through ignorance of availability or defeated by the unreliability of the postal system, not many schools in the rural areas seem to call on AVS's services.

AVS headquarters are in Salisbury; there is a branch office in Matabeleland (Bulawayo).

AVS weekly circulation figures:

Films	c.1400
Filmstrips	c. 150
Magnetic tapes	c. 350

The Ministry of Information also operates a film service to schools. This functions by means of Mobile Units which visit schools in the Tribal Trust Lands where there is no electricity, covering, therefore, the schools AVS misses - ironically the vast majority of primary schools. The MoI film shows are broadly educational but all films are shown in Shona and Ndebele, though a film in English may be given a run without being dubbed occasionally. This at present is rare, though access to more English films may change the pattern. Most MoI films are produced locally. The University is producing its own ESL material on cassette for the distance course planned for 1981, but this will reach only a very narrow audience, and, owing to the University's limited resources, expansion is unlikely.

7. English outside the educational system

There is no TEFL or direct teaching of English outside the educational system in Zimbabwe. Ranche House College, a major private college in Salisbury offering adult education and facilities also to outside bodies, recently advertised an EFL course and received a nil response. Ranche House has its

own language suite (used only for teaching vernacular African languages). Speciss College, a large local commercial college, offers remedial English courses from form 1 to 'O' level and has plans to start its own Business English course in 1981 (based on Pitman material).

8. British support for the teaching of English

There are, as yet, no Council-employed or Council-recruited ELT staff in Zimbabwe and no British staff engaged directly in ELT. British teachers will enter the primary system shortly but on an immigrant basis (see above).

The Council has been invited to advise on the fourth channel, and a preliminary visit by Media Department took place in December 1980.

Open University material is being sought in Zimbabwe, though at present it is not widely used. There are a few BBC films at AVS, and ZDEC has recently sought access to BBC material. No British EL TV material is otherwise used. Imported British primary school textbooks are used in a relatively small number of primary schools (see above and Appendix 'I).

9. American support for the teaching of English

The US Embassy has no English Language programmes in operation or in prospect. It has an Information Service in central Salisbury, which opened in January 1981. The possibility of a library - which would include some EL material - being annexed to this is still under discussion. No teaching activities are contemplated.

American funds are financing the new teacher-training college in Bulawayo, providing prefabricated hostel accommodation and basic facilities. Opening is scheduled for 1982 and a site has been selected. Planning is not, however, advanced.

Funds from the US aid programme are to be used to build a regional centre for ZINTEC at Gwanda in Matabeleland.

13. Current research

There are no known significant research projects, enquiries or investigations in progress on English Language Teaching. The Department of Linguistics at the University has made tentative plans for a sociolinguistic survey based on a research paper of one of the staff, but this has yet to take purposive form.

14. Bibliography and sources of further information

The Lewis/Taylor Report of the committee of Inquiry into African Primary Education (1974) is recommended for reference. The new primary syllabus was a direct result of the report, and its relevance in the light of the new government and new policies may well need examination.

15. General statement

English is of great importance in Zimbabwe in the widest terms of its development. The new government is committed to universal free education and the reduction of illiteracy, and the success of either or both is dependent on the teaching of English yoked to teaching in English. This basic educational and language policy is the route to other major political destinations: Africanisation in industrial, educational, political and

commercial sectors; training and technical trade with the west; and independence of imported immigrant expertise.

The main problems at school level are

a. The lack of a structured approach to diverse language needs that will increasingly co-exist in integrated schools. The approach to problems presented by a pupil force of L1 students, L2 students and students with virtually no English has been, and still is to a large extent, dictated by racial and economic patterns which are no longer acknowledged and are in the process of being removed. Alternatives are urgently required.

b. The lack of an adequately sized and properly trained and directed corpus of teachers in English and of English Language leaves the country ill-equipped to meet its educational demands. Coordinated in-service programmes for practising teachers and specialised ESL teaching courses need developing with, additionally, greater access to the language and its usage for primary school teachers.

c. More L1 teachers are needed on the teaching staff of L2 schools and also at DEO level, or greater L1/L2 pupil integration. Given the predominance of the rural sector, the latter is unlikely and beyond the control of direction of government.

d. AV aids and language laboratories are absent from too many schools and teaching programmes, especially amongst L2 teachers and pupils.

e. The relegation of oral skills at early primary level is widespread.

f. The shortage of appropriate texts means that learning is not stimulated and the relevance and value of EL competence is not illustrated. The education and training of local writers, the need for Africanised curricula and systematic liaison with publishers' calls for a materials-writing programme and firm direction at Ministry level.

g. Teaching schemes at secondary level do not seem to have been determined, and NCE lacks policy direction, objectives and assessment.

h. The examination system needs investigation, and equivalences might usefully be defined.

At teacher-training level the problems threaten to be more severe. While the government is successfully, or at least determinedly, dealing with the number of teachers required for the immediate future, the long-term issues and quality controls appear to have been overlooked.

a. Present drop-out rates at primary level mean that grade VI and VII teachers (and materials) have barely been needed in the African/rural sector. Obviously the vastly increased grade I intake will not be reduced to nil or even a trickle in seven years' time, and the need for numbers of skilled senior primary teachers must be anticipated.

b. Facilities at the Teacher Training Colleges and specialised ESL approaches need to be examined and improved. Research is probably called for on the need and/or manner of an L2 approach with secondary teachers, schools and materials.

c. Qualified or re-trained staff in ESL and TESL should ideally be fed into the colleges and modern methods and aids incorporated into the teaching programme. At present there are no courses for TTC staff.

d. Advice on assessment of hardware, software and books at the teacher-training colleges could meet a need.

At the University, the role of ELT is curiously placed between English, Linguistics and Education and hovers over the gap between them. While there are several interested and concerned staff, there are very few qualified in ESL. The lack of coordination, ideas and direction at the University shows in various sectors. Internally the University can probably remain self-sufficient, though expanded facilities and resources will be called for. The university's influence might, however, be most effective externally, ie with the teacher-training colleges; and, with the provision of materials-writers (but with internal upgrading), updating and realignment would have to precede new roles.

New feelings of nationalism following on the heels of independence are affecting the role of English but not lessening its importance. Shona is more consciously used as the language of casual exchange between Africans at work and at home, English being more essentially the language of the public and business fronts. The new government, to avoid racial conflict, needs to maintain this consensus use of English down to primary level, and the importance of competence in English for the future of the country has become a government concern. The early implementation of an ELT policy, directed thinking and new teaching methodology will be needed if Zimbabwe is significantly to strengthen her emergence and development and combat the problems of education that have overwhelmed her neighbours.

Dr C E Gamble
Assistant Representative II

March 1981

Educational level of African adults over 15

Category	1969 census	1980 (Projected)
Never attended school	956,000	1,548,000
Left after 5 years or fewer	751,000	1,216,000
More than 5 years school	536,000	868,000
Still at school	92,000	149,000
N/K	78,000	126,000

Educational progress of African children

Educational level	African school-age children per 1,000
Enter grade I	750
Drop out before grade V	338
Complete primary education	340
Proceed to secondary school	65
F1	26
F2	26
Drop out before form IV	27
Enter lower form VI	3

(1979/80 figures extracted from Education for Employment)

APPENDIX II

PRIMARY AND SECONDARY SCHOOL TEXTS IN ENGLISH (L2): December 1980

Grade	Publisher	Old Syllabus	New Syllabus	Date Pub.	Supplementary Material
I	College Press	Ventures in English		1974	Pupils Readers (3) Supplementary Readers (3) Teaching Guide
			New Ventures in English Books 1 - 3	1979	Ready to Read Books (3) Classroom Kit Teacher's Resource Book
	Longman	Day-by-Day English Books 1 - 2		1967	Teacher's Book
	Macmillan		Freedom in English Books 1 - 3	1979	Activity Kit Teacher's Handbook Readers (2)
II	College Press	Ventures in English Books 1 - 3		1975	Pupils' Readers (3) Supplementary Readers (3) Teaching Guide
	Longman	Day-by-Day English Books 1 - 3		1968	Teacher's Book
III	College Press	Ventures in English Books 1 - 3		1974	Pupils' Readers (3) Supplementary Readers (3) Teaching Guide
	Longman	Day-by-Day English Books 1 - 3		1968	Reading Kit Teacher's Book

APPENDIX II (contd)

Grade	Publisher	Old Syllabus	New Syllabus	Date pub	Supplementary Material
IV	College Press	Ventures in English Books 1 - 3		1975	Pupils' Readers (3) Suplementary Readers (3) Teaching Guide
	Longman		Let's go for English Books 1 - 3	1980	Pupils' Books (3) Reading Kit Teachers's Book
V	College Press	Ventures in English Books 1 - 3		1976	Pupils' Readers (2) Supplementary Readers (3) Teaching Guide Teacher's Kit
	Longman		Let's go for English Books 1 - 3	1980	Pupils' Books (3) Reading Kit Teacher's Book
VI	College Press	Ventures in English Books 1 - 2		1977	Pupils' Readers (2) Structure Practice Booklet Teaching Method Chart Teaching Guide Teacher's Kit
VII					
VIII (form 1)	College Press	Structures and Skills		1976	
	Longman	Reading for a Purpose		1976	
			English for Zimbabwe	1980	Teacher's Book

Grade	Publisher	Old Syllabus	New Syllabus	Date pub	Supplementary material
IX (fm II)	College Press	Structures and Skills		1978	
		Reading for a Purpose		1977	
XI (fm IV)	College Press	Structures and Skill		1979	

* Although there is no 'old' and 'new' syllabus at secondary level, the division is retained to show unrevised and recently revised series.

EXAMPLES OF ENGLISH PRIMARY SCHOOL TEXTS USED IN FORMER GROUP A AND COMMUNITY SCHOOLS

Janet and John

The Gay Way Series

The Little Red Hen Books

Ladybird supplementary readers

Wide Range series

Griffin Pirate stories) as supplementary readers
)
Dragon Pirate stories) (difficult to obtain in numbers)

THE EFFECTS OF WAR ON EDUCATION IN ZIMBABWE

The war disrupted schooling to an enormous extent over the last eight years. Statistics are rendered extremely dubious in the circumstances; none the less their examination is relevant. As with the overall education picture, the number of African children achieving schooling represents, largely, the number coming in contact with English or beginning to use English for communication. The effects at tertiary level of the statistics below may be expected to be seen in two or three years' time.

	by June 1978	by Dec. 1978	by Dec. 1979
African primary schools closed	854	1,082	1,520
African secondary schools closed	28	46	89
African pupils displaced	202,868	274,000	420,000
African teachers displaced	4,492	6,000	8,700
African pupils placed in alternative/reopened schools			71,224*

Teacher training colleges were affected variously. Gwelo was barely disrupted at all, for example, and was able to offer refuge to Morgenster, which, owing to enforced evaluation, had no intake in 1979 and only second and third year students at present. Manicaland was one of the hardest hit areas, but the effect on Umtali College (which carried on), almost on the Mozambique border, was increased pressure for places, met by doubling up on accommodation and other facilities. Cessation of hostilities thus means a reduction in enrolment figures at Umtali until new hostel accommodation can be built.

*Figures extracted from Education for Employment and the Annual Report of the Secretary for Education for the year ended 31 December 1979